



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Cornish Elementary School

SAU: RSU 55/MSAD 55

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2011-2012 NCLB Report Card



School: Cornish Elementary School
SAU: RSU 55/MSAD 55
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	13	13	100	77	71	73	8	69	23	<1	13	0	
	2010-2011	13	13	100	46	46	70	<1	46	38	15	13	0	0
Female	2009-2010	8	8	100		63	76							
	2010-2011	9	9	100		49	74							
Male	2009-2010	5	5	100		78	69							
	2010-2011	4	4	100		43	66							
Caucasian/White	2009-2010	13	13	100	77	71	74	8	69	23	<1			
	2010-2011	13	13	100	46	46	71	<1	46	38	15			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	0	0				60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	1	1	100		67	62							
	2010-2011	8	8	100		29	58							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	1	1	100		45	38							
	2010-2011	0	0				34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Cornish Elementary School
SAU: RSU 55/MSAD 55
Grade: 04



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	23	23	100	83	67	67	9	74	13	4	23	0	
	2010-2011	12	12	100	67	57	67	33	33	33	<1	12	0	0
Female	2009-2010	12	12	100	83	67	71	8	75	17	<1			
	2010-2011	9	9	100		55	72							
Male	2009-2010	11	11	100	82	67	63	9	73	9	9			
	2010-2011	3	3	100		60	63							
Caucasian/White	2009-2010	23	23	100	83	66	68	9	74	13	4			
	2010-2011	12	12	100	67	58	68	33	33	33	<1			
African American/Black	2009-2010	0	0				43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	0	0				54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	9	9	100		53	56							
	2010-2011	3	3	100		52	56							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	1	1	100			34							
	2010-2011	2	2	100		10	29							
Limited English Proficient	2009-2010	1	1	100			46							
	2010-2011	0	0				43							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Cornish Elementary School
SAU: RSU 55/MSAD 55
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	13	13	100	77	49	62	31	46	23	<1	13	0
	2010-2011	13	13	100	46	49	61	8	38	38	15	13	0
Female	2009-2010	8	8	100		45	61						
	2010-2011	9	9	100		46	59						
Male	2009-2010	5	5	100		53	63						
	2010-2011	4	4	100		51	64						
Caucasian/White	2009-2010	13	13	100	77	48	63	31	46	23	<1		
	2010-2011	13	13	100	46	49	63	8	38	38	15		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	1	1	100		37	50						
	2010-2011	8	8	100		39	49						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	1	1	100		27	33						
	2010-2011	0	0				35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

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2011-2012 NCLB Report Card



School: Cornish Elementary School
SAU: RSU 55/MSAD 55
Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	23	23	100	91	63	62	26	65	9	<1	23	0
	2010-2011	12	12	100	75	48	60	17	58	17	8	12	0
Female	2009-2010	12	12	100	83	60	62	25	58	17	<1		
	2010-2011	9	9	100		40	60						
Male	2009-2010	11	11	100	100	67	63	27	73	<1	<1		
	2010-2011	3	3	100		55	61						
Caucasian/White	2009-2010	23	23	100	91	62	63	26	65	9	<1		
	2010-2011	12	12	100	75	48	61	17	58	17	8		
African American/Black	2009-2010	0	0				36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	9	9	100		49	50						
	2010-2011	3	3	100		43	48						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	1	1	100			36						
	2010-2011	2	2	100		30	31						
Limited English Proficient	2009-2010	1	1	100			38						
	2010-2011	0	0				35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Cornish Elementary School
SAU: RSU 55/MSAD 55
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	*	E: 100 M: 100	E: 99 M: 99	72	E: 55 M: 54	E: 69 M: 70	*	E: 99 M: 100	E: 99 M: 99	59	E: 49 M: 42	E: 61 M: 61	94	94	95
Caucasian/White	*	E: 100 M: 100	E: 99 M: 99	71	E: 54 M: 53	E: 70 M: 71	*	E: 99 M: 100	E: 99 M: 99	60	E: 50 M: 43	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	*	E: 99 M: 100	E: 99 M: 99	*	E: 43 M: 48	E: 58 M: 58	*	E: 98 M: 100	E: 99 M: 99	*	E: 38 M: 37	E: 48 M: 47			
Students with Disabilities	*	E: * M: 100	E: 98 M: 98	*	E: * M: 28	E: 33 M: 30	*	E: * M: 100	E: 98 M: 98	*	E: * M: 22	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Cornish Elementary School
SAU: RSU 55/MSAD 55



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	4	1	1	1	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.